



Department: English

Curriculum Intent Statement

Our Curriculum Vision & Purpose

At Harrytown, we provide all students with the opportunity to develop powerful knowledge that will enable them to succeed in English, regardless of circumstance. To ensure pupils develop the skills they need to be fearless readers, creative writers, critical thinkers and effective communicators.

Powerful Knowledge

Concept, context, influence, interpretation and challenge

- Literature is critical to our wider understanding of the world, humanity and the essential role of stories to create human experience.
- Students understand that behind every text there is a writer.
- Students have an understanding of enduring themes that influence writers, e.g. Power, Justice, Survival and Relationships.
- Provide knowledge that allows students to see the world in new ways and create connections between a text, their own experience and previous knowledge.
- Empower students to see themselves as readers and writers.
- Develop an understanding of the techniques used by writers to create influential texts. Give them the vocabulary they need to interpret texts and create their own.
- Challenge students to see themselves as successful readers and writers.

Curriculum Features

- The KS3 curriculum is built around a thematic approach that allows students to explore a range of texts within each theme (e.g. fiction, non-fiction, poetry). This gives students the opportunity to explore texts from across different eras so they can make links between events and recognise the influence they have.
- Each unit has an assessment that focuses on texts and the skills they need to develop in order to become critical thinkers and effective communicators.
- KS3 gives students access to the knowledge they will need to enrich their understanding of the subject. This in turn enables students to develop knowledge and skills that they will need to support their understanding of the GCSE curriculum.
- The curriculum structure aims to improve retention of knowledge and help students use prior knowledge to inform their interpretations of texts.



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: English

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	Term 1 7 Weeks Max. No. Lessons:	Children and Education We explore a range of fiction texts, including poetry, looking at how children are presented in Literature. Non-fiction texts are used to explore the way the treatment and education of children has changed across time (Victorian period to current).	How does the writer use language to show that they don't agree with using children as chimney sweeps? Language AO2	<ul style="list-style-type: none"> Explore texts to develop a wider understanding of the world and the way it has changed. Develop knowledge of the techniques and language used by successful writers in manipulating the reader's response
	Term 2 8 Weeks Max. No. Lessons:	Writing the World We will explore how people write about the world of nature. We will look at nature documentaries and campaigns about the environment to understand how nature is described and presented in popular media.	Write a campaign speech about an environmental issue. Writing AO5 and 6	<ul style="list-style-type: none"> Learn how to manipulate language to make you sound like an expert Develop knowledge of textual structures and conventions of persuasive writing.
	Term 3 6 Weeks Max. No. Lessons:	Myths, Legends and Allusion We explore narrative structure, archetypes, the hero's journey, allegory and myths and legends.	Create a knowledge organiser / presentation about 3 different legends and their influence in other texts / genres. Multiple choice quiz to test knowledge.	<ul style="list-style-type: none"> Provide a background to literary allusions and allegories. Develop transferrable knowledge by exploring the use of allusions in texts from a variety of genres
	Term 4 7 Weeks Max. No. Lessons:	War and Conflict This unit provides a rich variety of perspectives on war and conflict. Using extracts from Michael Morpurgo, Carol Ann Duffy, Siegfried Sassoon and Bob Dylan . Pupils study a selection of texts, which offer a unique mixture of classic and contemporary material.	Explore how the writer presents (character / theme) in the novel. Language: AO1, AO2, AO3	<ul style="list-style-type: none"> Develop knowledge of textual structures in poems and extracts linked to war. Explore different perspectives on war and conflict and how Literature can reflect this.

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



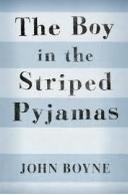
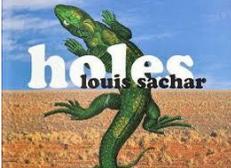
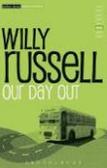
Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: English

	<p>Term 5 4 Weeks Max. No. Lessons:</p>	<p>Alter Egos Explore texts based around the concept of alter egos. We will look at characters with split identities in a range of texts including Cirque Du Freak, Twilight, Jekyll and Hyde. You will learn to engage the reader through the use of vivid imagery and use narrative voice and viewpoint to portray a sense of a split identity.</p>	<p>Creative writing Describe the moment of crisis in an Alter Egos story. Writing AO5 and 6</p>	<ul style="list-style-type: none"> Develop knowledge of narrative voice and textual structures. Challenge pupils to see themselves as successful creative writers
	<p>Term 6 7 Weeks Max. No. Lessons:</p>	<p>In English, we have planned to teach five separate units, each lasting about eight weeks.</p>		

Throughout the year, pupils will have the opportunity to read a selection of the following texts:

 War Horse	 The Boy in the Striped Pyjamas JOHN BOYNE
 Holes Louis Sachar	 Our Day Out Willy Russell
 Cirque Du Freak Darren Shan	 Percy Jackson Rick Riordan

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
Year 8 Scheme Overview	Term 1 7 Weeks Max. No. Lessons:	Gothic Fiction Students explore the genre, experiencing a wide range of fiction texts (classic and contemporary) as well as some non-fiction and media texts. They develop an understanding of the background to this genre. In their own writing, they will learn to engage the reader through the use of vivid imagery and appropriate genre features.	Write the opening of a gothic story. Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy	<ul style="list-style-type: none"> Explore texts to develop a wider understanding of the genre including an appreciation of how texts have been shaped by their context and background. Develop knowledge of the techniques and language used by successful writers and develop the confidence to use these in their own creative writing.
	Term 2 8 Weeks Max. No. Lessons:	Romeo and Juliet Active approaches to Shakespeare are used to engage students. They will explore plot, character, theme, language and context as well as considering allusions used in the text. In response to the play they will focus on how Shakespeare has used language and the effect it has on the audience.	Analysis of language in response to extract from Act 3 Scene 5. Reading - AO2 – Analyse Language and Structure.	<ul style="list-style-type: none"> Develop a sound knowledge of plot, character, language, theme and context for Romeo and Juliet. Develop knowledge of Shakespeare’s methods, his use of language and structure and their effect on the audience.
	Term 3 6 Weeks Max. No. Lessons:	Survival This unit provides a rich variety of perspectives on survival. Students explore a wide range of fiction and non-fiction texts (both classic and contemporary) related to the topic.	Write a letter to the head teacher persuading him of the benefits of sending year 8 on a one-day survival course. Writing - AO5/ AO6 – Content & Organisation / Technical Accuracy	<ul style="list-style-type: none"> Explore texts to develop a wider understanding of the challenges faced by individuals in survival situations. Develop knowledge of textual structures and conventions of persuasive writing.

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Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: English

<p>Term 4 7 Weeks Max. No. Lessons:</p>	<p>Detective/Crime /Spy Fiction Students explore this genre, experiencing a wide range of fiction texts (classic and contemporary), including extracts by Conan Doyle, Fleming, Horowitz and Ludlum, as well as some non-fiction texts. We look at how writers make choices in their use of language to create and convey different meanings.</p>	<p>Responding to extract from a Sherlock Holmes story. Reading - AO2 – Analyse Language and Structure. Reading - AO4 – Evaluate with appropriate references</p>	<ul style="list-style-type: none"> • Explore texts to develop a wider understanding of the genre. • Develop knowledge of the techniques and language used by successful writers in manipulating the reader’s response
<p>Term 5 4 Weeks Max. No. Lessons:</p>	<p>Character and Voice Students explore how writers create powerful and compelling characters/voices in their work. They study poetry by Simon Armitage, Carol Ann Duffy, John Agard and Stevie Smith. They explore how Chaucer, Dickens and Shakespeare have created characters in their work by examining extracts.</p>	<p>Literature question response to one poem from the Unit. AO1 – Use of references. AO2 – Analyse Language and Structure. AO3 – Contextual factors.</p>	<ul style="list-style-type: none"> • Explore a variety of texts to develop knowledge of how writers create powerful and compelling voices in their texts. • Develop knowledge of the techniques, language and structures used by successful writers in manipulating the reader’s response.
<p>Term 6 7 Weeks Max. No. Lessons:</p>	<p style="text-align: center;">In English, we have planned to teach five separate units, each lasting about eight weeks.</p>		

Throughout the year, pupils will have the opportunity to read a selection of the following texts:

Frankenstein, Sherlock Holmes, Stone Cold, The Curious Incident of the Dog in the Night Time, Hatchet

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Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: English

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	Term 1 7 Weeks Max. No. Lessons:	Of Mice and Men Through the study of John Steinbeck's <i>Of Mice and Men</i> , we will explore how the author presents the struggle of marginalised characters. We will explore the theme of loneliness and the outsider within the text and through the study of a range of non-fiction texts.	How is the theme of being an outsider explored in <i>Of Mice and Men</i> through the character of Crooks / Curley's Wife / Candy? AO1 Inference AO2 Language / Structure	<ul style="list-style-type: none"> Develop knowledge of writer's ideas and perspectives Explore enduring themes within the novel; develop the skills needed to track themes / characters across a whole. Develop knowledge of textual structures with the novel
	Term 2 8 Weeks Max. No. Lessons:	Dystopia We develop our thinking about genre, exploring the codes and conventions of Dystopian texts and how they reflect context. We discover how authors create settings and histories for their, reading extracts from <i>1984</i> , <i>Animal Farm</i> and <i>Brave New World</i> . We also explore the popularity of dystopian texts in our own time, in the form of <i>The Hunger Games</i> and <i>The Maze Runner</i> .	Write a Dystopian story (500 words) Writing AO5 and AO6	<ul style="list-style-type: none"> Utilise knowledge of genre, techniques, language and structures used by successful writers in pupils own writing. Allow students to become authentically 'real' readers and writers
	Term 3 6 Weeks Max. No. Lessons:	Poetry: The Power of Nature Pupils explore how writers present the enduring theme of power within a range of poems. We develop an understanding of Romantic poets and the Romantic period through the study of poets such as Browning, Wordsworth and Blake. We also study a range of contemporary poems, which link to the theme of power.	Compare how the poet presents the power of nature in <i>The Prelude</i> and <i>Storm on the Island</i> . AO1, AO2, AO3	<ul style="list-style-type: none"> Construct a schema, which allows pupils to see patterns, appreciate deeper layers of meaning and make connections across literature. Develop pupils' ability to write about Literature texts in an analytical style.

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Curriculum Knowledge & Assessment Overview 2019-20

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<p>Term 4 7 Weeks Max. No. Lessons:</p>	<p>The Power of Rhetoric We explore the history of Rhetoric and and develop the range of rhetorical devices which can be used to make writing persuasive. We study a range of speeches and analyse what makes them effective.</p>	<p>“Society puts more pressure on youngsters than ever before: young people are suffering from mental health issues in increasing numbers. Not enough is being done to help them.” Write a speech for your year group arguing for or against this view. Writing AO5 and AO6</p>	<ul style="list-style-type: none"> • This unit provides opportunities to develop speaking and listening skills as well as improving writing skills. • Give access to a range of speeches to widen knowledge of rhetorical devices and textual structures.
<p>Term 5 4 Weeks Max. No. Lessons:</p>	<p>An Introduction to Macbeth Active approaches to Shakespeare are used to engage students. They will explore the plot, character, theme and context. This unit is a bridging unit between Year 9 and the start of pupils GCSE English Literature study.</p>	<p>Multiple choice assessment on plot and characters.</p>	<ul style="list-style-type: none"> • Revisit and extend knowledge about the context of Shakespeare’s writing. • Through actively learning about the plot and the way different audiences respond, pupils can see the essential role of stories to create human experience.
<p>Term 6 7 Weeks Max. No. Lessons:</p>	<p style="text-align: center;">In English, we have planned to teach five separate units, each lasting about eight weeks.</p>		

Throughout the year, pupils will have the opportunity to read a selection of the following texts:
Noughts And Crosses, Hunger Games, Blood Brothers, The Crucible, A Monster Calls, Maze Runner



Continuous Development Cycle

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 Scheme Overview	Term 1 7 Weeks Max. No. Lessons:	Exploring Creative Texts Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. We study texts from a range of time periods and explore a range of narrative structures and techniques.	GCSE English Language Paper 1 Section A (reading questions about a specific extract) and Section B (pupils own descriptive / narrative writing). Language: AO1, AO2, AO3, AO5, AO6	<ul style="list-style-type: none"> Reading fiction texts in order to further consider how established writers use narrative and descriptive techniques to capture the interest of readers. Extend knowledge of genre and narrative structures to manipulate the response of the reader in pupils' own writing.
	Term 2 8 Weeks Max. No. Lessons:	Social Responsibility and Power in An Inspector Calls and a selection of poetry Through the study of JB Priestley's play, we explore the themes of social responsibility and power. We explore the context in which it is set and written and the impact this has on our understanding of the text. We also explore a range of poems which are linked to the above themes.	How does Priestley explore responsibility in <i>An Inspector Calls</i> ? Literature: AO1, AO2, AO3, AO4	<ul style="list-style-type: none"> Develop knowledge of themes and motifs, of authorial intention within the play. Make links to other enduring themes explored in KS3 – power, justice, marginalisation.
	Term 3 6 Weeks Max. No. Lessons:	Conflict Poetry / Point of View Writing Our study of poetry continues with a focus on how writers present power and conflict in a range of poems associated to war. Within this unit we also develop point of view writing skills.	Compare the ways poets present the reality of conflict in 'Exposure' and in one other poem from 'Power and Conflict' Literature: AO1, AO2, AO3	<ul style="list-style-type: none"> Encourage pupils to be apprentices in the domains of reading and writing, bringing language and literature together and removing boundaries around reading and writing
	Term 4 7 Weeks Max. No. Lessons:	The Tragedy of Macbeth We explore the devastating impact of power and unchecked ambition through the study of Shakespeare's Macbeth.	Explore how Shakespeare presents ambition in 'Macbeth'. Focus on Lady Macbeth Literature: AO1, AO2, AO3, AO4	<ul style="list-style-type: none"> Revisit and extend knowledge of the play through a focus on themes and character development.

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				<ul style="list-style-type: none"> Develop an understanding of the techniques used by writers to create influential and enduring texts.
Term 5 4 Weeks Max. No. Lessons:	<p>Writers' Viewpoints and Perspectives This unit looks at how different writers present a similar topic over time. Pupils will explore a range of thematically linked non-fiction texts.</p>	GCSE English Language Paper 1 Section A (reading questions about 2 non-fiction extracts) Language: AO1, AO2, AO3		<ul style="list-style-type: none"> Through the study of texts from across the 19th, 20th and 21st Century pupils can explore how writers write about similar themes. Provide knowledge that allows pupils to create a connection between a text, their own experience and previous knowledge.
Term 6 7 Weeks Max. No. Lessons:	<p>Writers' Viewpoints and Perspectives Pupils complete their study of this unit in preparation for their end of year exam (English Language Paper 2)</p> <p>Spoken Language Endorsement Within this unit, pupils utilise all of the skills they have developed for point of view writing and apply them to a spoken presentation. This is an opportunity to develop speaking and listening skills while developing a wider knowledge of a topic of their own choice.</p>	GCSE English Language Paper 2 Section A (reading questions about 2 linked non-fiction extracts) and Section B (pupils own point of view writing). Language: AO1, AO2, AO3, AO5, AO6 Spoken Language Endorsement Candidates must undertake a prepared spoken presentation on a specific topic.		<ul style="list-style-type: none"> Develop pupils' knowledge of how to present information and manipulate language to have an impact on a real audience. Build confidence in order to deliver spoken presentations.

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Year 11 Scheme Overview	Term 1 7 Weeks Max. No. Lessons:	Power and Conflict Poetry Pupils will read and explore a range of poems from the Power and Conflict Poetry Anthology. They will develop their own interpretations of poems and explore the context of the texts. Pupils will revise how to compare poems and produce an analytical essay.	Compare the ways poets present ideas about anger in 'London' and in one other poem from 'Power and Conflict' Literature: AO1, AO2, AO3	<ul style="list-style-type: none"> Further develop pupils' knowledge of how to write analytically about texts. Explore how writers and readers are influenced by context when creating and responding to texts.
	Term 2 8 Weeks Max. No. Lessons:	Writers' Viewpoints and Perspectives This unit looks at how different writers present a similar topic over time. Pupils will explore a range of thematically linked non-fiction texts. A Christmas Carol Pupils begin their study of this classic Dickens novella.	GCSE English Language Paper 2 Section A (reading questions about 2 linked non-fiction extracts) and Section B (pupils own point of view writing). Language: AO1, AO2, AO3, AO5, AO6	<ul style="list-style-type: none"> Revisit the study of texts from across the 19th, 20th and 21st Century pupils to extend knowledge of writer's perspectives. Develop ability to make connections between texts and analyse the techniques writers use to convey differing viewpoints.
	Term 3 6 Weeks Max. No. Lessons:	A Christmas Carol: Isolation, Transformation and Social Justice Through the study of this novella, we explore the development of the character of Scrooge and the themes of isolation, transformation and social justice. We also develop an understanding of the social context of the novel and Dickens's purpose in writing this ghostly tale. During this term we also revisit Macbeth.	How does Dickens present Scrooge as an outsider to society? Literature: AO1, AO2, AO3	<ul style="list-style-type: none"> Develop knowledge of Victorian society and how it influenced Dickens. Develop an understanding of the techniques used by writers to create influential and enduring texts.

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<p>Term 4 7 Weeks Max. No. Lessons:</p>	<p>Mock Exams and Revision During this term, pupils will revise Language Paper 1 and Literature Paper 1 (Macbeth and A Christmas Carol) in preparation for their mock exams. Following a review of the mocks, revision areas are identified for each class.</p>	<p>GCSE English Language Paper 1: Section A and Section B GCSE English Literature Paper 1: Macbeth and A Christmas Carol</p>	<ul style="list-style-type: none"> • Revisit a range of texts and skills from across the curriculum in preparation for final examinations. • Develop a range of revision techniques to support independent study and revision.
<p>Term 5 4 Weeks Max. No. Lessons:</p>	<p>Revision and GCSE exams Following a review of the mocks, revision areas are identified for each class and a range of revision activities used to support pupils in their final preparations for examinations.</p>	<p>GCSE examinations GCSE English Literature Paper 1: Macbeth and A Christmas Carol GCSE English Literature Paper 2: An inspector Calls, Power and Conflict Poetry, Unseen Poetry. Literature: AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> • Revisit a range of texts and skills from across the curriculum in preparation for final examinations. • Develop a range of revision techniques to support independent study and revision.
<p>Term 6 7 Weeks Max. No. Lessons:</p>	<p>GCSE Exams</p>	<p>GCSE Examinations English Language Paper 1: Exploring Creative Texts English Language Paper 2: Writer's Viewpoints and Perspectives Language: AO1, AO2, AO3, AO4, AO5, AO6</p>	

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